



ARIZONA DEPARTMENT OF EDUCATION
Tom Horne, Superintendent of Public Instruction

LOCAL DIRECTORS MEETING

EVIT

October 11, 2005

Welcome	Milton D. Ericksen
ADE Announcements and Recognitions	Milton D. Ericksen
ACOVA Update	Tony Maldonado
ACTE Update	Pam Ferguson
FY 2007 NOI Process	Dennis Fiscus
CTE Delivery System Frequently Asked Questions	Helen Bootsma

BREAK

All rotations will focus on CTE Delivery System Frequently Asked Questions

35 Minute Rotation Schedule

- 1st 9:15 am to 9:50 am
- 2nd 10:00 am to 10:35 am
- 3rd 10:45 am to 11:20 am
- 4th 11:30 am to 12:05 pm

1. CTE Course Sequence and Teacher Certification	Helen Bootsma
2. Approved Programs	Karlene Darby
3. Funding	Ted Davis
4. Technical Assessments and Professional Development	Marilee Johnson

Local Director Contact Information Form

First Name

Last Name

Email Address

Position

Organization

District

CTDS

Department

Mailing Address

City

State

Zip Code

Phone

Extension

Fax Number

County

Name of person you replaced

If Mailing Address is a PO Box Number, Fill This Section

Physical Address

City

State

Zip Code

Career and Technical Education Staff Directory

Arizona Department of Education

Name	Title	Fax# 542.1849	Phone	Rm	Support Staff	Phone	Rm
Ericksen, Milton D.	Deputy Associate Superintendent		542.5212	207	Vacant	364.0424	*251
Bowersock, Kathy	Webmaster and Database Specialist		542.5805	*203			
Cabrera, Claudia	Program and Project Specialist		542.5819	*206			
Deemer, Doug	Program and Project Specialist		542.5282	*206			
Career Pathways Team		Fax# 542.1849	Phone	Rm	Support Staff	Phone	Rm
Bootsma, Helen	Education Program Director		542.5963	206	Hawk, Shawn	542.5360	*209
Bilan, Janice	State Supervisor, Health & Community		542.3374	210	Bjelke, Dee	542.3290	*211
Cone, Sheri	CTSO Specialist, FCCLA		542.3040	202	Chappell, Litisha	542.5770	*203
Epperson, Joe	State Supervisor, Industrial Technology		542.5423	256	Lemke, Jodi	542.3906	*204
Fiscus, Dennis	State Supervisor, Agriculture/Tech Prep		542.5356	259	Todd, Alvin	542.5853	*202
Gandy, Janet	State Supervisor, Business		542.5046	204	Vacant	542.5044	*210
Grandil, Tyler	CTSO Specialist, FFA		542.5564	258			
			542.3311				
Hamilton, Ryan	CTSO Specialist, FBLA		542.5350	205			
Padilla, Shea	State Supervisor, Marketing, Media & IT		542.5049	209			
Shvets, Oleg	CTSO Specialist, DECA		542.5354	208			
Soldat, Scott	CTSO Specialist, SkillsUSA		542.5565	257			
			364.4032				
Vacant	State Supervisor, Family and Consumer		542.5487	203			
Federal Vocational Programs Team		Fax# 364.4035	Phone	Rm	Support Staff	Phone	Rm
Darby, Karlene	Education Program Director		542.3450	255	Wiley, Evelyn	542.2385	*253
Bartz, Tom	Educ Prog Specialist Basic Grant		542.7856	249	Vacant	542.2377	*252
Brite, Jan	Educ Prog Specialist Basic Grant & Ed Prof		542.4365	201			
Budinger, Kerry	Educ Prog Specialist Basic Grant		542.3437	250			
Ellis, Roger	Educ Prog Specialist Basic Grant		542.2298	253			
Hurwitz, Rose	Educ Prog Specialist Basic Grant		542.5075	254			
Martinez, Shella	Program and Project Specialist		542.5137	*255			
			542.4112				
Roberts, Jeanne	Educ Prog Specialist Basic Grant		364.2211	252			
Vacant	Educ Prog Spec Basic Grant, OCR & Conf		542.5315	200			
Grants and Mgmt Info Services Team		Fax# 542.5832	Phone	Rm	Support Staff	Phone	Rm
Davis, Ted	Education Program Director		542.5349	243	Durham, Joyce	542.5825	*247
Butts, Kathy	Administrative Assistant/Grant Services		542.5076	*243	Baca, Amber	364.0025	*249
Chavez, Tammie	Contract Management Specialist		542.3839	245			
Hofer, Della	Enrollment Specialist		542.5711	CEN			
Kerwin, Donna	Education Program Specialist Mgmt Info		542.7881	246			
Ryan-Schmidt, Nancy	Education Program Specialist Grant Svcs		542.3823	247			
Saline, Steve	Education Program Specialist Mgmt Info		542.5566	244			
Wilson, Jet	Enrollment Specialist		542.5486	249			
Program Improvement Team		Fax# 542.1849	Phone	Rm	Support Staff	Phone	Rm
Johnson, Marilee	Education Program Director		542.5358	251	Zalazinski, Barbara	542.5352	*213
Ellis, Paulett	Curriculum Specialist		542.5660	211	Vacant	364.2475	214E
Legge, Penny	Accountability Specialist		364.2470	214E			
McCleney, Bryan	State Leadership Specialist		542.5357	212			
Mellegard, Susan	State Guidance Supervisor & AzCRN Director		542.5353	213			
Scott, Amy	Accountability Research Specialist		364.2476	214E			
Vacant	Postsecondary Accountability Specialist		364.0322	248			
Workforce Development Team		Fax# 542.5132	Phone	Rm	Support Staff	Phone	Rm
Kooistra, Jim	Education Program Director		542.5142	215	Lamb, Gwen	542.5936	*215
French, Mike	Education Program Specialist		542.3045	216	Taimanao, Lourdes	542.5461	*216
Mathis, Cassandra	Education Program Specialist		542.5186	218			
McKinney, Pat	Contract Managment Specialist		542.5143	*249			
Silao, Janet	Program and Project Specialist		542.5485	*219			
Vacant	Education Program Specialist		542.4693	217			

Toll Free Number: 1.800.352.4558 All phone numbers are 602 area code

* Cube outside office number

ARIZONA DEPARTMENT OF EDUCATION-CERTIFICATION UNIT

STRUCTURED ENGLISH IMMERSION (SEI) ENDORSEMENT K-12

FROM AND AFTER AUGUST 31, 2006 A STRUCTURED ENGLISH IMMERSION ENDORSEMENT, ENGLISH AS A SECOND LANGUAGE ENDORSEMENT, OR BILINGUAL ENDORSEMENT IS REQUIRED OF ALL CLASSROOM TEACHERS, SUPERVISORS, PRINCIPALS, AND SUPERINTENDENTS.

All requirements for the Provisional Structured English Immersion Endorsement must be met from and after August 31, 2006. The provisional endorsement is valid for three years and is not renewable. Fees are not refundable.

1. A valid Arizona Fingerprint Clearance Card (plastic) issued by the Arizona Department of Public Safety.
2. A valid Arizona Elementary, Secondary, Special Education, Career and Technical Education, Supervisor, Principal, or Superintendent Certificate.
- 3A. Teachers, supervisors, principals and superintendents certified on or after August 31, 2006, must meet the following requirement:

3 semester hours of courses in Structured English Immersion methods of teaching English Language Learner (ELL) students, including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the Board and monitoring ELL student progress using a variety of assessment tools. Official transcript(s) from an accredited institution required. Coursework must be on the Arizona English Acquisition SEI Approval List.
- 3B. Teachers, supervisors, principals and superintendents certified before August 31, 2006, must meet the following requirement:

1 semester hour or 15 clock hours of professional development in Structured English Immersion methods of teaching ELL students including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the board and monitoring ELL student academic progress using a variety of assessment tools through a training program. Official transcript(s) from an accredited institution or an Arizona English Acquisition Certificate of Attendance signed by the superintendent is required. Coursework must be on the Arizona English Acquisition SEI Approval List.

➤ **Requirements for the Full Structured English Immersion Endorsement are:**

1. A valid Arizona Fingerprint Clearance Card (plastic) issued by the Arizona Department of Public Safety.
2. A valid Arizona Elementary, Secondary, Special Education, Career and Technical Education, Supervisor, Principal, or Superintendent Certificate.
3. Qualify for the Provisional Structured English Immersion Endorsement and
- 4A. Teachers, supervisors, principals and superintendents certified on or after August 31, 2006, must meet requirement (1) or (2):
 - (1) 3 semester hours of courses related to the teaching of the English Language Learner Proficiency Standards adopted by the State Board of Education, including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools. Official transcript(s) from an accredited institution required. Coursework must be on the Arizona English Acquisition SEI Approval List.
 - (2) Completion of forty-five clock hours of professional development in the teaching of the English Language Learner Proficiency Standards adopted by the State board of Education, including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools through a training program. Official transcript(s) from an accredited institution or an Arizona English Acquisition Certificate of Attendance signed by the superintendent is required. Coursework must be on the Arizona English Acquisition SEI Approval List.

4B. Teachers, supervisors, principals and superintendents certified before August 31, 2006, must meet requirement (1) or (2):

- (1) 3 semester hours of courses related to the teaching of the English Language Learner Proficiency Standards adopted by the State Board of Education, including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools. Official transcript(s) from an accredited institution required. Coursework must be on the Arizona English Acquisition SEI Approval List.
 - (2) Completion of forty-five clock hours of professional development in the teaching of the English Language Learner Proficiency Standards adopted by the State board of Education, including but not limited to instruction in SEI strategies, teaching with the ELL Proficiency Standards adopted by the Board and monitoring ELL student academic progress using a variety of assessment tools through a training program. Official transcript(s) from an accredited institution or an Arizona English Acquisition Certificate of Attendance signed by the superintendent is required. Coursework must be on the Arizona English Acquisition SEI Approval List.
- On or after August 31, 2006 teachers, supervisors, principals, and superintendents completing professional preparation programs from out-of-state institutions who qualify for issuance of an Arizona certificate have one year from the date-of-issuance of the certificate to meet the Provisional or Full SEI requirements.

*PURSUANT TO A.R.S. 15-534.03, EACH EDUCATOR MUST NOTIFY THE DEPARTMENT OF EDUCATION OF ANY CHANGE OF ADDRESS WITHIN THIRTY DAYS. CHANGE OF ADDRESS FORMS ARE AVAILABLE ON OUR WEBSITE.

ALL DOCUMENTATION, INCLUDING TRANSCRIPTS, BECOMES THE PROPERTY OF THE ARIZONA DEPARTMENT OF EDUCATION AND WILL NOT BE RETURNED. REQUIREMENTS MAY BE SUBJECT TO CHANGE AND ARE FULLY REFERENCED IN THE ARIZONA REVISED STATUTES AND ADMINISTRATIVE CODE.



State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

To: Local Directors
From: Marilee Johnson
Date: September 27, 2005
Subject: Added Pages for 2006 Guidelines

The following pages are updates to the FY2006 Guidelines for Program Evaluation and Continuous Improvement book.

The attached pages show the substantial improvement levels for all measures, with the exception of Math Academic Attainment, which does not require SI at this point as it is a new performance measure for 2005.

On page 133 is a letter from Dr. Robert Franciosi, Deputy Associate Superintendent, Research and Evaluation, regarding the opening of the online application for correction of AIMS data.

Program assessment is currently in the process of revision with the help of Dr. Jack Elliot at the University of Arizona. Pages 79-81 will be edited for inclusion in an updated guidelines book that will be distributed to local directors in November 2005.



Arizona Department of Education
Research and Evaluation Section
1535 West Jefferson, Mail Bin 16, Phoenix, Arizona 85007
602-542-5151 • FAX 602-364-0887

MEMORANDUM

TO: Superintendents, Charter Holders, Principals, and Testing Coordinators

FROM: Dr. Robert Franciosi,
Deputy Associate Superintendent, Research and Evaluation

DATE: June 27, 2005

SUBJECT: Opening of on-line application for correction of AIMS data.

This memo is to inform you of a new application now available on the Arizona Department of Education web site. This application allows schools to correct the AIMS data used in AYP evaluations and AZ LEARNS profiles.

Schools that wish to correct their data may access the application through the common logon available at www.ade.az.gov. Once you have entered the common logon, click on the AZ LEARNS / Adequate Yearly Progress (NCLB) link and scroll down to "Student Level Assessment Data, Data Correction Application." Carefully follow all of the instructions to submit a corrected data set.

NOTE: Other applications on the Department web site will not automatically update with your data submission. Data displayed on the AIMS Wizard, the AYP evaluations, AZ LEARNS school profiles, and other applications will not reflect your corrected data until those separate applications are refreshed.

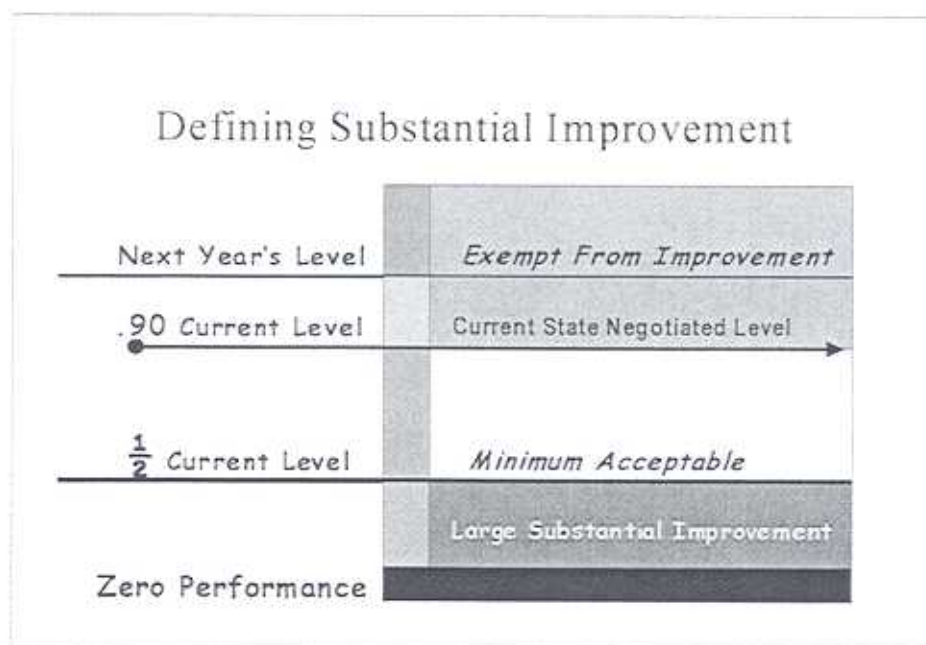
We encourage you to take this opportunity to correct your data. Please examine the data we have on file for your schools for errors, **especially for faulty or missing SAIS ID's and birthdates**. This information must be accurate to ensure that all students in the state are credited with their efforts in passing the AIMS.

If you have any questions, please contact Research and Evaluation by calling (602) 542-5151 or emailing achieve@ade.az.gov.

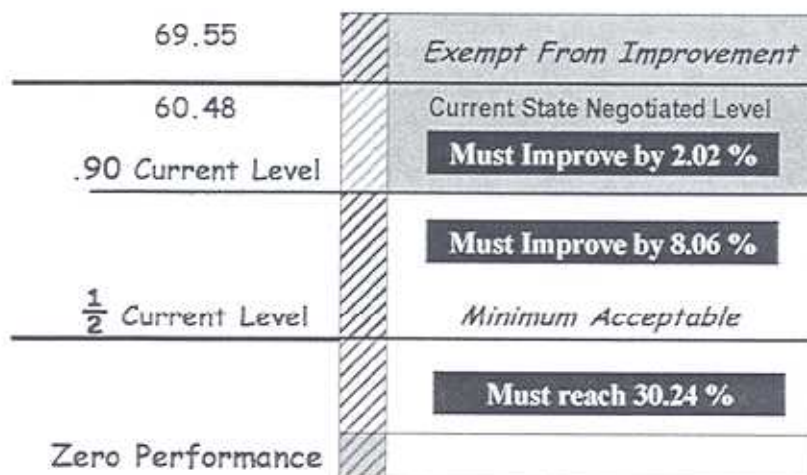
Thank you for your cooperation in this important effort.

DRAFT August 2005

SUBSTANTIAL IMPROVEMENT (SEE FIGURE BELOW) – the amount of improvement that is expected for programs that do not meet the State Adjusted Levels of Performance to receive a provisional approval. The actual amount required to meet "substantial improvement," changes each year along with the state's expected level of performance. The amount of improvement needed varies for each of the seven performance measures. Likewise, the amount varies for high- and low-performing programs, with zero- and low-performance requiring improving to a performance level equal to at least half the current state level of performance in order to retain provisional program approval.








Substantial Improvement for Reading Academic Attainment








DRAFT August 2005








Substantial Improvement for Writing Academic Attainment

76.17		<i>Exempt From Improvement</i>
62.61		Current State Negotiated Level
.90 Current Level		Must Improve by 2.09 %
		Must Improve by 8.35 %
$\frac{1}{2}$ Current Level		<i>Minimum Acceptable</i>
		Must reach 31.31 %
Zero Performance		








Substantial Improvement for CTE Skill Attainment

59.90		<i>Exempt From Improvement</i>
60.50		Current State Negotiated Level
.90 Current Level		Must Improve by 2.02 %
		Must Improve by 8.07 %
$\frac{1}{2}$ Current Level		<i>Minimum Acceptable</i>
		Must reach 30.25 %
Zero Performance		








Substantial Improvement for Graduation

97.98		<i>Exempt From Improvement</i>
95.31		Current State Negotiated Level
.90 Current Level		Must Improve by 3.18 %
		Must Improve by 12.71 %
$\frac{1}{2}$ Current Level		<i>Minimum Acceptable</i>
		Must reach 47.66 %
Zero Performance		








Substantial Improvement for Placement

68.71		<i>Exempt From Improvement</i>
57.38		Current State Negotiated Level
.90 Current Level		Must Improve by 1.91 %
		Must Improve by 5.74 %
$\frac{1}{2}$ Current Level		<i>Minimum Acceptable</i>
		Must reach 28.69 %
Zero Performance		

Substantial Improvement for Nontraditional Participation

20.81		<i>Exempt From Improvement</i>
21.37		Current State Negotiated Level
.90 Current Level		Must Improve by 0.71 %
		Must Improve by 2.85 %
$\frac{1}{2}$ Current Level		<i>Minimum Acceptable</i>
		Must reach 10.69 %
Zero Performance		

Substantial Improvement for Nontraditional Completion

23.81		<i>Exempt From Improvement</i>
24.47		Current State Negotiated Level
.90 Current Level		Must Improve by 0.82 %
		Must Improve by 3.26 %
$\frac{1}{2}$ Current Level		<i>Minimum Acceptable</i>
		Must reach 12.24 %
Zero Performance		

SUFFICIENT SIZE AND SCOPE- The 1998 Perkins III Section 135(b)(7) states that a program be "of sufficient size, scope and quality to be effective." Published state guidelines defining "sufficient size and scope" for Arizona apply to each school site and are as follows:

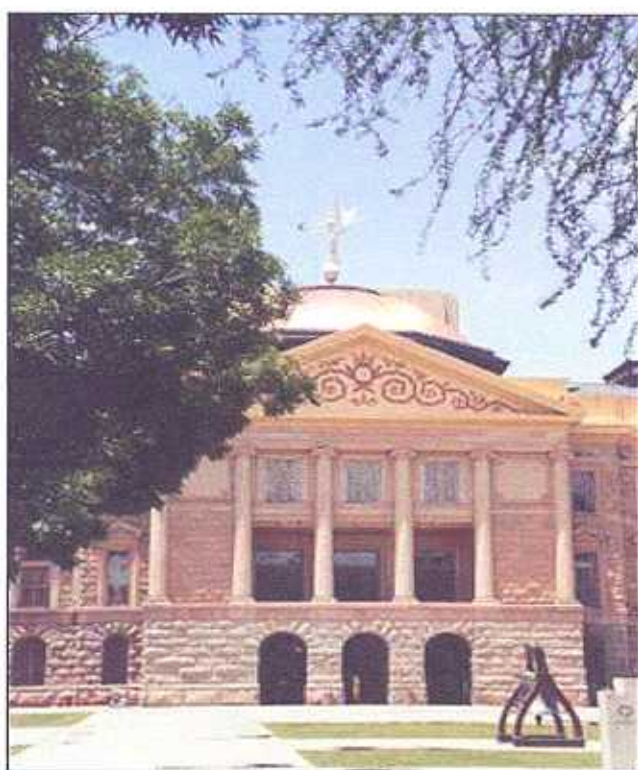
Scope: Programs must have a coherent sequence of instruction covering all program competencies. (Criteria 5 and 6, State Board)¹

¹ Op. cit.



**Association
Career Technical Education
of Arizona**

“Make An Impact”



4th Annual

**Arizona
Legislative
Policy
Seminar**

***Please note
Date Change
due to
AIMS Testing***

Thursday March 2, 2006

Arizona Capital Hill Visits

featuring

Luncheon on the Lawn



An Unbelievable Deal !!

Sponsored and Paid for by Tech Prep for Secrets for Exceptional Speaking™ training!!

- **Valued at \$1800!**
- **If you are interested, respond ASAP. Only 15 spots per package:**

Here's the deal:

Tech Prep is sponsoring 3 Secrets Course & Coach's Clinic Packages. Participating Teachers will receive:

- Secrets Course
- Coach's Clinic
- Secrets Book
- Secret Lesson Plans
- Secrets Course DVD
- 25 Student Workbooks
- Lunch included both days!

Even More Great News!!! Be the 1st group to respond and you will get One Package held in your area with your dedicated group of 15 teachers.

- One Package (Secrets Course & Coach's Clinic) will be held in Phoenix.
- One Package will be held in Tucson.
- Want us to come to come to you? Call immediately. Only One Package is available, pre-paid for 15 participants.

We held the dates of October 20th & 21st for the 1st package, if you are interested in these dates, let us know immediately. We are leaning towards conducting this two day session in Phoenix. However it is not set in stone as yet.

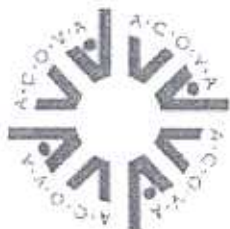
Here's the fine print...Everyone who accepts this deal must commit to attending 2 Refresher/Polishing Skills 4-hour workshops within the next few months. We want to support you in teaching the Secrets Course to your students and these 4-hour workshops will be tailored to your needs and geared to help you succeed. The cost of \$150.00 per Refresher/Polishing Skills workshop will not be covered by Dennis, so your consortium or school's commitment will be \$300.

So.....for a total commitment of \$300.00 you receive an additional package worth \$1500.00 each. A total deal worth \$1800.00.

Remember only 15 spots per package!!!!

Talk to us! We look forward to hearing from you.

**Stephanie Hendrie: swhendrie@info.secretscourse.com,
1-877-773-2544 www.secretscourse.com**



**CALL FOR PRESENTATIONS
MID-WINTER LEADERSHIP CONFERENCE
JANUARY 26/27, 2006
PRESCOTT, ARIZONA**



The Arizona Council of Occupational and Vocational Administrators and the Association for Career and Technology Education of Arizona invite you to participate in our 6th annual Mid-Winter Leadership Conference at the Prescott Resort in Prescott, Arizona. Please fill out the following information.

Presenter _____

Position/Title _____

Address _____

Phone _____ Fax _____

e-mail _____

Additional Presenters _____

Program Title, as you want it to appear in the program _____

Indicate your preference for time and day of your presentation; sessions are 1 hour in length.

Thursday afternoon _____ Friday morning _____

General Description of your presentation, you may attach a separate written description.

Biographical Information of the Presenter, you may attach a separate page. _____

Please note that equipment may be provided by special request. Presenters will need to provide their own equipment for power point presentations. We request that all presenters bring enough hand-out and materials for 50 participants.

Please return by November 1, 2003 to;

Lois Lamer
1003 Desert Jewel Drive
Cottonwood, AZ 86326
Fax 928-649-3780
lllearning@sedona.net

OR

Susan Cooper
Box 6025
Flagstaff, AZ 86011
fax 928-523-6395
susan.cooper@nau.edu

POSSIBLE SESSION TOPICS

- | | |
|--|--|
| --Applied Academics and the Academic Standards | --Apprenticeships |
| --Articulations/Tech Prep | -- Building Partnerships/ Advisory Committees |
| --Career Clusters | --Best Practices |
| --Employer Involvement | --Dual Enrollment |
| --Parliamentary Procedures | --Parental Involvement |
| --Teaching Leadership in the Classroom / using Student Organizations | --Grant Writing/Management |
| --Marketing CTE | -- Political Advocacy/ Effecting the Legislative Process |
| | --Effecting Policy Making at the Local Level |
| | --Mentoring Future Leaders |

This is only a partial list, if you have any questions, please call:

Susan Cooper 928-523-1398

Pam Ferguson 602-252-2292

Lois Lamer 928-634-5691

ACOVA, ACTEAZ and NAU present:

Mid-Winter Leadership Conference

January 26-27, 2006

At the

Prescott Resort

1500 Highway 69

Prescott, AZ 86301

928/776-1666 or 800/967-4637

Highlights:

- Parliamentary Procedures and Public Speaking Strategies for the Classroom
 - Teaching Leadership in the Classroom
 - Strategic Planning
 - The Next Tasks for Local Directors
 - Political Advocacy, not Political Lobbying
 - Hands-on Working Session for Local Directors
-
- ADE Local Directors Meeting : on Thursday morning; Mid-Winter Conference starts at noon on Thursday with lunch

Registration of \$175.00 includes:

- ✓ Meals: Thursday---Lunch, Snacks and Dinner;
Friday---Breakfast and Lunch
- ✓ Materials for the Retreat

Key Dates:

Hotel Reservation Deadline for Special Room Rate: January 02, 2006

Single: \$89.00; Suite: \$109.00

Workshop Registration Deadline: January 20, 2006

☐ Check here if you would like to become an ACOVA member and include an additional \$15.00 to your registration.

Mail Registration with Payment (P.O. or Check) to:

ACOVA

c/o Lois Lamer

1003 Desert Jewel Drive

Cottonwood, AZ 86326

For more information:

Call Susan Cooper at 1-800-522-2283 or 928-523-1398

Name of Participant _____

School _____

Mailing Address _____

City, State, and Zip Code _____

Phone Number _____

Fax Number _____

E-Mail Address _____

Please list any Special Needs accommodations required in the space above.

Mid –Winter Leadership Conference
January 26-27, 2006
Prescott Resort

DRAFT AGENDA

Thursday —January 26

**12:00 Registration:
and Lunch:**

Hallway

1:30- Opening General Session—Leadership Conference---

2:30 Welcome and—Tony Maldonado, President of ACOVA, Greg Donovan,
Introductions President of ACTEAZ

Keynote: Jaime Molera, Policy Decisions and Their Effects on Education in Arizona—
Peoria School Board

2:45-- Leadership

5:00 Breakout: **Local Director Mentoring—Extended Session ---**
ACOVA Board

Working session for Local Directors to Complete Reports due to the
Arizona Department of Education

2:45--Leadership

3:45 Breakout: **Using Business Input to Improve Instruction**—Richard Condit, Chief
Administrative Officer, Sundt Corp.
Educators constantly strive to improve instruction, and business wants a quality
product. Striving for this goal is a challenge---but not impossible.

**Leadership
Breakout:**

Apprenticeships: Another Avenue to Teach Leadership Skills—Kristina Mohr,
Business and Industry Coordinator, GateWay Community College
Leadership on the job site. Using apprenticeships to learn and practice leadership
skills that are used on the job site.

4:00--Leadership

5:00 Breakout: **Developing Student Leadership Skills Through the Use of Parliamentary
Procedures in a CTSO--**Brian Fuller, Agriculture Education Teacher,
Peoria School District
Learn how to successfully incorporate Parliamentary Procedures in the classroom
and how to use it to help develop students leaders.

**Leadership
Breakout:**

The World is Flat—Tony Maldonado, Mesa School District
How has education been altered by open access to almost limitless
information, changes in world politics and economics, and dramatic
economic cycles

6:00- Dinner—

Networking by Attendees

Friday—January 28

7:30- Continental Breakfast--

Foyer

8:30- Keynote

Speaker: **Ethics: A Vital Attribute of Effective Leaders**—Chris Thomas,
Arizona School Board Association

9:15- Leadership

11:45 Breakout: **The Last 100 Days—Extended Session**--Mark Hamilton, Gilbert School District,
The third follow-up session for new and not so new local directors.
This concludes "The First 40 Days and "Next 60 Days" presentation
series. Practical tips for the rest of the year, include: What must be
done; What should be done, and What would be nice to do time
permitting for the second semester and end of year wrap up.

9:15-- Leadership

11:45 Breakout: **Issues Facing Rural Districts—Extended Session**
Representatives from Rural Districts can discuss and develop strategies
for dealing with their unique challenges

9:15-- Leadership

10:15 Breakout: **The Leadership Role of the Arizona Education Association in the State—**
John Wright, Arizona Education Association
ADE plays an important leadership role in influencing policy in the state. Learn how
to become involved in the organization so that you too can learn to influence positive
change.

10:30- Leadership

11:30 Breakout: **Strategic Planning**—John Mulcahy, Peoria School District
Effective leaders use Strategic Planning as a effective tool to move organizations
forward. John will guide you through the process

**Leadership
Breakout:**

Effective Leaders Plan for Economic Needs—Amy Willis, Arizona Economic
Association
Help your students learn how to plan for future needs. Activities for classroom use
will be available at this session.

**Leadership
Breakout:**

Integrating Academics into Your Student Leadership Organization--
Debbie Cross, Phoenix Union High School District
Integrating leadership with academics---what a great way to reinforce academics
while helping students develop their leadership qualities.

11:45- Lunch,

**Silent Auction
and Closing Remarks**

****After the close of the conference, a Training Session for the Arizona Policy Seminar and the visits to
the Arizona Legislators will begin.**



ACOVA

Arizona Council of Occupational and Vocational Administrators

Fall Retreat

November 17-18, 2005

Retreat starts 10:00 am on the 17th and ends with lunch on the 18th
Local Directors meeting is scheduled for November 18th at 1:00 pm

At the

Prescott Resort

1500 Highway 69
Prescott, AZ 86301
928/776-1666 or 800/967-4637

Highlights:

- ♦ Special discussions about national legislative issues by Michael Brustein, Esq., nationally renown expert on educational legislation
- ♦ Discussions about state legislative issues by Chuck Essigs
- ♦ More discussions between mentors/mentees
- ♦ Sessions for new and not so new Local Directors
- ♦ Bring your Basic Grant and Priority Grant for hands-on, how to activities
- ♦ Drawing for free trip to National Policy Seminar in Washington, D.C.

Registration of \$140.00 includes:

- ✓ **Meals: Lunch, Snacks and Dinner on Thursday and Breakfast and Lunch on Friday**
- ✓ **Materials for the Retreat**
- ✓ **ACOVA Membership for a Year**

Key Dates:

Hotel Reservation Deadline for Special Room Rate: October 29, 2005. When making reservations please specify that you are a part of the ACOVA meeting.

Single: \$85.00; Suite: \$105.00

Workshop Registration Deadline: November 15, 2005

Mail Registration with Payment (P.O. or Check) to:

ACOVA
c/o Lois Lamer
1003 Desert Jewel Drive
Cottonwood, AZ 86326
Phone: (928) 634-7131
FAX: (928) 649-1775
Email: llamer@vacte.com

Name of Participant _____

School _____

Mailing Address _____

City, State, and Zip Code _____

Phone Number _____ **Fax Number** _____

E-Mail Address _____

Please list any Special Needs accommodations required in the space above.



ACOVA Fall Retreat November 17-18, 2005

Draft Agenda

Thursday

- | | |
|--------------------------|---|
| 9:00 a.m. | Registration |
| 10:00 a.m. | Welcome —Tony Maldonado, ACOVA President
Keynote: The Federal Perspective , Mr. Michael Brustein, Esq.,
educational legal expert, Washington DC |
| 12:00 noon | Lunch |
| 1:00 p.m. | The Federal Perspective, Continued |
| 3:00 p.m. | Break |
| 3:15 p.m. –
5:30 p.m. | The State Perspective , Dr. Chuck Essigs, Registered Lobbyist
in Arizona |
| 5:30 p.m. | Dinner and AZCEA Silent Auction |
|
*All Day |
ACOVA Help Board: Questions and Suggestions |

Friday

7:30 a.m. **Continental Breakfast**

8:00 a.m. **Keynote: Using Career Clusters to Organize CTE Programs,**
Rich Katt, State Director of Nebraska CTE—PENDING

10:00 a.m. **StrengthQuest,** Rich Katt, State Director of Nebraska CTE
—PENDING

10:00 a.m. **Break**

Breakouts Sessions:

10:15 a.m.

Session A The Next 60 Days—What's Next for Local Directors:
Mark Hamilton, Gilbert School District

Session B Local Director Mentoring--ACOVA Board
Working session for Local Directors to Answer Questions and Work on Reports for the
Arizona Department of Education

*12:00 noon **Lunch, Drawing for National Policy Seminar and Closing**

*8:00 a.m. until closing **ACOVA Help Board: Questions or Suggestions from Members**

NOI PROCESS

Notification of Intent Forms

***for new CTE Programs
FY 2006-2007***

LEA Benefits

1. Approval to spend Basic Grant Funds to Start a New CTE Program
2. Report Level III enrollments for State Funding
3. Report Students in Joint Technological Education District Programs
4. Discontinue (Sunset) an Existing CTE Program

ADE/CTE Purposes

1. Schedule T A Visits
2. Update Basic Grant Application
3. Assign Birth Dates to new programs
4. Assign Sunset Dates to Replaced programs
5. Add (New or Reapplying) School District, BIA or Charter School to State and Federal Funding Allocation Process
6. Compare Course Enrollment with NOI Log to generate the Funding Report for approved programs

Possible Implications

1. Cannot spend Basic Grant Funds for Program
2. Enrollment not Eligible for State Funding
3. District Administration Receives Preliminary Funding Deficiency Report

NOI PROCESS

Submission Requirements

1. Start new CTE Program, Option or Level II course
2. Transition from an existing to a new program or option
3. Move or add an existing program at a new site
4. Failed to report Level III enrollments for previous year
5. Meet the April 1, 2006 deadline

Second Stage Submission

1. Rationale for new program
2. Rationale for late submission
3. Copy of Level III teacher certification or plan for submitting application
4. Accurate fall enrollment for 2006-07 school year
5. CTSO implementation plan
6. Level II and Level III course syllabus
7. List of Advisory Committee Membership
8. September 15, 2006 deadline

Obtain New NOI Forms

1. <http://www.ade.az.gov/cte/whatsnew>
2. Hard Copy in your Packet
3. Mail

Submit NOI Forms

1. Submit NOI Form for Each Program or Option at all Sites
3. Complete all Blanks on Form
4. List Course Sequence for Program/Option
5. Secure all Signatures including Superintendent
6. Mail to Helen Bootsma, CPT Director at ADE



State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

MEMORANDUM

DATE: October 7, 2005
TO: District Superintendents
High School Principals
Local Directors/Administrators Career and Technical Education
FROM: Milton D. Ericksen, Deputy Associate Superintendent and
State Director Career and Technical Education *Milton D. Ericksen*
SUBJECT: Notification of Intent for New Programs for School Year 2006-2007

Introduction:

The Career and Technical Education (CTE) Section has developed a *Notification of Intent* form for you to notify the CTE Section when you intend to implement a new CTE program. The CTE Section uses the Classification of Instruction Program (CIP) Codes to collect CTE enrollment. A **NEW CTE program is defined as any Level III program CIP code at any site not reporting enrollment and performance measures data under that CIP code during the previous year.** The form serves several purposes:

1. Under certain limited circumstances the Carl D. Perkins Act of 1998 allows districts to expend funds on **new** CTE programs. Please submit the attached *Notification of Intent* form for any new CTE program you intend to offer during the 2006-2007 school year (see bold definition above). Return the form by FAX or mail. Submission and approval of the form will allow the new CTE program to be considered for expenditures in the federal Basic Grant application.
2. Upon receipt of the *Notification of Intent* form, the assigned Program State Supervisor will contact you to verify receipt of the form, provide targeted technical assistance in assessing your needs and provide clearly identified expectations for new CTE programs.
3. In addition, the process will enable us to assign a "birth date" so we can easily identify programs that will require two years to produce CTE Concentrators. This allows the system internally to improve the validity and accuracy of your data.
4. In some cases, the Notification of Intent form alerts the CTE Management Information Systems that a new district may qualify for Perkins Basic Grants funds in the upcoming school year.

The following scenarios explain when a *Notification of Intent* form is necessary for a new program in the 2006-2007 school year:

Scenario #1

You are a new school district, planning to offer a new CTE program next year. You plan to begin the program by offering Level II competencies such as those identified for Business Management Technology or Information Technology;

Scenario #2

You submitted a *Notification of Intent* form for the current school year and only reported enrollment in a Level II course code at one site and you are planning to offer a Level III program CIP code for the first time as part of the program sequence of instruction in FY 2007 at the same site;

Scenario #3

You plan to implement a new comprehensive program (new CIP) next year including all program competencies;

Scenario #4

Your district offers several comprehensive CTE programs at one site and you are planning to add a new Level III program CIP code at the same site;

Scenario #5

Your district currently offers, for example CIP 52.0200 at one site, and you are planning to offer CIP 52.0200 at another site or at a new high school in 2006-2007;

Scenario #6

Your Notification of Intent form was "withdrawn" for the current school year and you intend to offer the program next year;

Scenario #7

Your district intends to expand your existing program by offering an **additional CTE program option or transitioning to a new CTE program option**. The competency lists for the various program options can be obtained from www.aztechprep.org. Your program teachers will receive specific program option updates and notices regarding professional development opportunities following the submission of the *Notification of Intent* form with the new program option information.

Determining Factors:

The Carl D. Perkins Act of 1998 provides guidance that all CTE programs must be of sufficient size, scope and quality to be effective. *CTE programs need to have large enough student enrollment to report Concentrators, Completers and Placements annually*. In 2001, sufficient size was defined in Arizona by the CTE Section in collaboration with the Accountability System Team as:

- Average program enrollment of five students per semester for high school site with ADM of less than 300 students or
- Average program enrollment of ten students per semester for high school sites with ADM of 300 or more students.

If your district currently has programs that have been unable to produce Concentrators, and Program Completers since FY 2004, do not submit a *Notification of Intent* form to begin a new program. Districts will be encouraged to use next year as a planning year if they have been unable to produce concentrators or completers for their existing programs.

CTE programs must be listed on the Arizona Department of Education 2007 CTE Program List to be considered for expenditures of state and federal funds. The 2007 CTE Program List with corresponding CIP codes is included in this mailing. Curriculum frameworks with required instructional competencies have been developed for each of the programs on the CTE Program

List. Competency lists and curriculum framework can be obtained from www.aztechprep.org or through the appropriate Program State Supervisor listed on page four.



All Industrial Manufacturing Programs CIP 15.0600 need to provide evidence of program readiness as outlined in the Industrial Manufacturing Program Pilot Rubric. Contact the ITE State Supervisor for a copy of the rubric.

Federal and state CTE funds are supplemental to district funds. Your district should support CTE programs with local district funds. By submitting a *Notification of Intent* form, the approved Level III program or Career Exploration CIP code will generate CTE state funding for 11th and 12th grade students during the 2007-2008 school year. 40th and 100th day enrollment data reported during the 2006-2007 school year is the basis for the 2007-2008 school year state funding. Based upon an approved federal Basic Grant application, you could receive federal Carl D. Perkins funds in the 2006-2007 school year.

Deadlines/Instructions:

The *Notification of Intent* form must be received at the CTE Section no later than April 1, 2006 for the 2006-2007 school year. Upon receipt of the form, the Program State Supervisor will contact you.

In some unique situations, a district may be unable to meet the April 1st deadline. A second stage *Notification of Intent* form is available to districts that already offer approved CTE programs. The following items are required along with the *Notification of Intent* form by September 15, 2006:

1. Rationale for the new program
2. Rationale for late submission
3. Copy of Level III or Career Preparation teacher certification or plan for submitting application
4. Accurate and verifiable fall enrollment for 2006-2007 school year
5. Career and Technical Student Organization implementation plan
6. Level II and Level III or Career Preparation course syllabus
7. List of Advisory Committee membership

The *Notification of Intent* form is available on the CTE web page at <http://www.ade.state.az.us/cte/WhatsNew/default.asp>. The instructions for completing the *Notification of Intent* form are listed below:

1. Complete one form for each program and new option for each site location, even if the district is already offering the program at another site.
2. Complete all blanks in the Program Information area and check the appropriate boxes. Include the Option information if appropriate.
3. State your planned course sequence with projected implementation date and projected enrollment. All state-designated program competencies must be delivered (Levels I, II and III or Career Preparation).
4. Record teacher information, if known. If not known at this time, indicate "To Be Determined".
5. Secure all required signatures in the signature section. If the teacher is unknown, the signature of a department head must be included.
6. The Superintendent's signature is required on the form.

7. Submit completed notification with original signatures to:

Ms. Helen Bootsma
Director, Career Pathways Team
Career and Technical Education Section
Arizona Department of Education
1535 W. Jefferson, Bin #42
Phoenix, AZ 85007

FAX 602-542-1849

This notification process will provide the CTE Section with valuable information to assess your needs and provide technical assistance. **The program area State Supervisor approves all new programs.** If you have any questions regarding developing new CTE programs, contact the appropriate Program State Supervisor for additional information.

Agricultural Education	Dennis Fiscus	602-542-5356
Business Education	Janet Gandy	602-542-5046
Education Professions	Jan Brite	602-542-4365
Family and Consumer Sciences Education	Vacant	602-542-5487
Health & Community Service Careers	Janice Bilan	602-542-3374
Industrial Technology Education	Joe Epperson	602-542-5423
Marketing, Media and IT Education	Shea Padilla	602-542-5049

Attachments

2006-2007 Notification of Intent Form
2007 CTE Program List

NOTIFICATION OF INTENT TO IMPLEMENT A NEW CAREER AND TECHNICAL EDUCATION PROGRAM—SCHOOL YEAR 2006-2007

Contact Person: _____ Email: _____ Phone: _____

School: _____ District: _____ CTDS: _____ Date: _____

Address: _____ City: _____ Zip: _____ Program Physical Location: _____

New Program Name: _____ CIP: _____ Option(s) Programs with Options must specify which option(s) will be taught (i.e. A, B, C, D): _____

Will this program replace an existing program? ☐ Yes ☐ No Sunset Program Name: _____ Sunset Program CIP: _____

New Option for Existing Program? ☐ Yes ☐ No Program Name: _____ CIP: _____ New Option(s) (i.e. A, B, C, D): _____

Affirm, by checking the appropriate boxes, that the following items are in place for the proposed program:

- ☐ Community needs have been assessed: data indicates that there are opportunities for students for employment or continued training.
- ☐ Sufficient enrollment, staff, and facilities are in place to implement this program.
- ☐ Local employers have been and will continue to be involved in the formation of this program.
- ☐ In addition to classroom instruction, this program will include work-based learning experiences.
- ☐ A student organization will support this program (check the appropriate box): ☐ DECA ☐ FBLA ☐ FCCLA ☐ FFA ☐ SkillsUSA ☐ HOSA

Courses listed below must deliver the entire set of state-designated program competencies:

Intended Grade Level	Course CIP per Handbook	Local Course Title	Implementation Date	Projected Enrollment	Teacher Name	Appropriate VTE/CTE Certification
7-8						<input type="checkbox"/> Yes <input type="checkbox"/> No
9-10						<input type="checkbox"/> Yes <input type="checkbox"/> No
11-12						<input type="checkbox"/> Yes <input type="checkbox"/> No
						<input type="checkbox"/> Yes <input type="checkbox"/> No
						<input type="checkbox"/> Yes <input type="checkbox"/> No
						<input type="checkbox"/> Yes <input type="checkbox"/> No

We assure that this program will deliver state-approved Career and Technical Education program competencies, and that we will participate in all required reporting and data collection activities including student achievement for all program courses.

Teacher / Department Chair: _____ Date: _____

School Principal: _____ Date: _____

Local Vocational Director: _____ Date: _____

District Superintendent: _____ Date: _____

Please Submit One Form For Each New Program and Option at Each Site – No Later Than April 1, 2006 – Fax: 602-542-1849

Career and Technical Education FY 2007 Program List

Rank	CIP	2007 CTE Program List
1	51.1600	Nursing Services
2	52.0200	Business Management and Administrative Services
3	43.0100	Law, Public Safety and Security
4	43.0200	Fire Science
5	51.0800	Allied Health Services
6	15.1300	Drafting and Design Technology
7	15.1200	Information Technology
8	52.1900	Design and Merchandising
9	47.0600	Automotive Technologies
10	52.0800	Financial Services
11	46.0400	Construction Technologies
12	01.0100	Agricultural Business Management - Agriscience
13	15.0600	Industrial Manufacturing
14	52.0300	Accounting and Related Services
15	15.0300	Electronic Technology
16	01.0600	Horticulture
17	52.0900	Hospitality Management
18	52.1800	Marketing, Management and Entrepreneurship
19	12.0500	Culinary Arts
20	13.1500	Education Professions
21	48.0500	Welding Technology
22	13.1200	Early Childhood Education
23	12.0400	Cosmetology
24	01.0300	Agriscience
25	10.0300	Graphic Communications
26	10.0200	Radio/Television Technology
27	03.0200	Renewable Natural Resources
28	48.0700	Woodworking

Pink= Programs Added in FY 2006

Local Directors September 20, 2005: What we have Done to Disseminate Information about the New CTE Delivery System



Group 1.

1. Teaching new courses.
2. Personal communication.
3. Set up advisory committee.
4. Share with site council.
5. Staff development/in-service.
6. Communicate to teachers following Local Director's meetings.
7. Reported to Advisory Committee in spring program evaluation meeting.

Group 2.

1. Provide Career Exploration. Develop 4 year plans to coordinate with high school.
2. Programs are already sequential from sophomores to seniors in at least 3 courses.

Group 3.

1. Career Exploration involves student leaders.
2. Dropped 8th grade Level I. Rolled competencies into 9th grade Level II. Required new course.
3. Discussed impact on accountability reporting for TechPrep.

Group 5.

1. Professional learning committees have weekly collaboration time.
2. Board presentations.
3. Brainstorming.

Group 6.

1. Verbal and printed information.
2. Attended Summer Conference.
3. Put attending conferences in job descriptions.
4. Make all the arrangements for conference attendance and expect staff to go.

Group 8.

1. Get teachers and administration to see the same goals and objectives.
2. Provide in-service. When will it happen? What will look like?

Group 9.

1. Created a PowerPoint for the new delivery system and presented at CTE conference. It is now on FACS website. <http://azfccla.org/fcs%20web%20page/index.htm>
2. Directors are discussing the new delivery system with CTE teachers.
3. Constant communications between teachers and directors.

Group 10.

1. Piloting Industrial Manufacturing program.
2. TechPrep is informing teachers.

Group 11.

1. Encourage teachers to ask higher order questions. Allow response time.
2. Students review teams and analyze stages of processes they are involved in.
3. Lab activities for students to apply higher order skills at student managed store.
4. Collaboration and Assessment Program (CAP). K-12 teachers have time to work together.
5. Provide copies of Local Directors handouts to teachers to keep updated.

Group 13.

1. Bulldozed old shops and buildings.
2. Constantly meeting with people who keep messing up.
3. Attempted to inform administration about CTE so effective decisions can be made.
4. Try to set goals to improve deficiencies in CTE programs.
5. Working continuously to prove academic worth and career value.

Group 14.

1. Can't be satisfied with "we've always done ok" (status quo)
2. Apply rigor and relevance in all CTE courses.

Group 15.

1. Talk to teachers weekly
2. Inform administrators in order to create support.
3. Explore common assessments
4. Change delivery system and course offerings
5. In-district professional development
6. Use ADE for assistance

Group 16.

1. Staff meetings
2. Conduct small group counselor and teacher meetings to deliver information.
3. Develop partnership with English department.

Group 17.

1. Had a luncheon. Invited teachers to present new CTE system.

Group 18

1. Increased awareness.
2. Recruited counselors on board to help fill programs.
3. Counselors will help students become program completers.
4. Provided administration information on money lost due to non-completers.
5. Teachers will sell programs to increase enrollment.

Group 19.

1. Open new programs every year.
2. In-service with teachers re: "Best Practice"
3. Create culture of school i.e. "Freshman Academy"
4. Establish alternative programs – evening online district charter.
5. Mentors – Teacher-Teacher/Teacher student.
6. Varied schedules –block, half day.
7. Discussions and CTE meetings with counselors.
8. Teachers know everything CTE Director knows – share – forward emails.
9. Meet with superintendent-weekly.
10. School wide meeting department meetings.
11. Administrative meetings.
12. Map curriculum to new standards – piloting program this year!
13. Made sure all teachers are certified.
14. Invited top administration and counselors to CTE meeting.
15. TechPrep consortium, business/industry organizations, parents, etc.
16. We shared Basic Grant goals with CTE Teachers.
17. Forward Information from directors meeting to all CTE Teaches.

Group 20.

1. Talk to department and administration.

Group 23.

1. Planning and design team for utilization of West MEC resources made up of stakeholders.
2. Developed professional learning communities for CTE teacher teams to develop student improvement.
3. Academic teams working together to develop evaluation system.
4. Planned workshops to look at new curriculum frameworks to adopt curriculum.
5. Shared information that CTE will be changing.
6. Discussed how CTE can continue to work with academics.
7. Scheduled professional development for CTE teachers on academics.

Group 24.

1. Distributed vision and mission throughout the district.
2. Coordinated Career Exploration class at Junior High 8th grade with high school registration.
3. Strategic plan based on new CTE vision.
4. Developing plan for CTE within entire district.
5. Guidance counselors report to Local Directors.



Arizona Department of Education (ADE) Career and Technical Education (CTE) Frequently Asked Questions (FAQ's) for the CTE Delivery System

General Information

- 1-Q. Why is the State CTE Advisory Committee along with the Department of Education leading the change from the existing Vocational Technological Education Model to a new CTE delivery system?
- A. The existing model has been in place since 1987. The Arizona Career and Technical Education Delivery System Project Report recommended examining the existing model. The changes are necessary to raise the level of rigor and relevance in preparing Arizona students for workforce success.
- 2-Q. When will schools be expected to implement the new CTE delivery system?
- A. According to the action taken by the State Board of Education on March 28, 2005, the new CTE delivery system will be implemented in school year 2007-2008.
- 3-Q. Is the Arizona Career and Technical Education Delivery System Project Report on the web?
- A. Yes. It is available at <http://www.ade.az.gov/cte/WhatsNew/CTEdeliveryreport.pdf>.
- 4-Q. What are the summary recommendations in the Arizona Career and Technical Education Delivery System Project Report?
- A. Summary Recommendations are listed on pages x and xi in the Arizona Career and Technical Education Delivery System Project Report and below:
- a. Develop, with input of all stakeholders, a shared vision and a clear and compelling mission statement. Disseminate widely and use consistently in all communications.
 - b. Increase the access to CTE for more students.
 - c. Eliminate the mandate for the current three levels for the Arizona CTE delivery model. Replace with a set of competencies that are industry determined, reflect the national career clusters, and span grade levels into postsecondary studies. Information is available at <http://www.careerclusters.org>.
 - d. Institute a system of technical assessments for CTE.
 - e. Integrate CTE into the mainstream of high school education in Arizona by strengthening the academic and technical rigor of CTE curriculum and instruction.
- 5-Q. What are the specific sources for answers in this set of FAQ's?
- A. The following sources were used:
- a. Carl D. Perkins Vocational Technical Education Act of 1998 P.L. 105-332
 - b. Arizona Career and Technical Education Delivery System Project Report April 2003
 - c. Arizona State Board of Education Decisions
 - d. Road Map for the Future of Career and Technical Education meetings conducted in 2003 and 2004.

CTE Course Content

6-Q. Will the curriculum framework design process for the CTE programs change?

- A. No. The process is a result of two studies sponsored by ADE in the last five years. The process supports the long term strategies for CTE in Arizona and the State CTE Advisory Committee goals. The current process includes:
- a. Identifying national industry skill standards
 - b. Identifying industry recognized assessments/certificates (local and national)
 - c. Developing a design team consisting of a significant majority of industry representation
 - d. Soliciting industry and education representative feedback to validate all the components of the curriculum framework
 - e. Increasing technical and academic rigor by applying higher order skills to program competencies/indicators
 - f. Applying Arizona Academic Standards to program competencies and identifying appropriate Performance Objectives that support improved academic attainment

7-Q. Why is the CTE terminology in the curriculum framework changing from competencies to standards and measurement criteria?

- A. The CTE terminology has been changed to standards and measurement criteria to provide language that reflects the knowledge/skills/abilities required within CTE programs. The new CTE terminology aligns with verbiage used in state and nation curriculum products. The new CTE terminology also sends a message to all stakeholders of the importance of these standards and the necessary measurable criteria required to successfully attain these CTE standards.

8-Q. What is the new definition of a CTE standard that is used in the new curriculum framework?

- A. The new definition of a CTE standard is very similar to the old definition of a competency. For many years, the CTE Section has used the following definition of a competency, "An educational construct/concept derived from a workplace task, knowledge, skill or ability requirements." The CTE standard definition will be as follows, "A clear and concise description of the knowledge, skill or ability that students need to attain for workforce success and continuous learning."

9-Q. What is the new definition of the term measurement criteria that is used in the new curriculum framework?

- A. The measurement criteria define the skill level or quality of specific tasks necessary for students to attain the standard. Classroom instruction will address all measurement criteria since the technical assessment(s) will be based on the measurement criteria.

10-Q. Will districts need to revise curriculum for their CTE programs?

- A. Yes. When the new curriculum framework is available, the district will need to review and modify as needed.

- 11-Q. Should Career Exploration be offered in the context of specific occupations (i.e. industrial technology or family and consumer sciences)?
- A. No. The purpose of Career Exploration is to provide students with the skills to research careers as identified in the Career Clusters.
- 12-Q. What will happen to the existing Level II competencies?
- A. Curriculum Design Teams will review all the Level II competencies. Design Teams will identify the competencies appropriate for Career Preparation courses. Some of the Level II competencies have already been incorporated into Career Exploration.
- 13-Q. If Level II courses become Career Preparation courses, will the standards be tracked to include the former Level II competencies or something else?
- A. Once the Design Teams decide which Level II competencies move into Career Preparation, students will be assessed on those Career Preparation standards.
- 14-Q. If schools have a block system delivering two Carnegie Units, can all the Career Preparation standards be delivered in one year?
- A. Even with the increased emphasis on relevant Career Exploration for all students before entering high school, it is unlikely students can master the standards for a CTE program with two Carnegie Units of instruction. The new frameworks will include additional academic and Career Preparation skills that will require additional classroom time.

CTE Course Sequence

- 15-Q. What is the biggest impact of merging Levels II and III on local course sequences?
- A. Career Preparation courses will be expected to teach all standards and measurement criteria within the context of each career. The time previously devoted to Level II instruction will become part of the Career Preparation sequence reported with the program CIP number.
- 16-Q. May Carnegie Units in Career Exploration be counted for CTE Program Concentrator status?
- A. No.
- 17-Q. Is Career Exploration a required prerequisite course?
- A. A district will be required to describe in their Basic Grant application how Career Exploration is delivered in the district or their feeder district(s). Districts will not report 7th and 8th grade enrollment in Career Exploration courses. The description provided in the Basic Grant application as well as information from site visits will verify that the Career Exploration courses are offered. All students must have access to Career Exploration, even though a student may enter a Career Preparation program without having taken a Career Exploration course.
- 18-Q. Could there be a single magnet school designed to deliver Career Exploration?

- A. Yes. Districts will be required to provide appropriate documentation for marketing/promoting Career Exploration to all students, adequate district transportation and flexible scheduling for maximum participation in Career Exploration.
- 19-Q. Is there research to support Career Exploration standards?
- A. Yes. Information on research-based practices is available at www.leadered.com. The International Center for Leadership has prepared case studies of successful model programs that utilize Career Exploration to engage students prior to high school and during 9th grade. A rationale paper for Career Exploration was prepared within the Career Exploration project.
- 20-Q. May Career Preparation courses be taught at the 9th to 12th grade level?
- A. Yes.
- 21-Q. Will students be required to complete Career Exploration before they begin Career Preparation courses?
- A. No. Completing the Career Exploration standards will give the student more focus prior to beginning Career Preparation courses. At the present time, the requirement is for a program to offer Career Exploration and make it available to all students. CTE does not intend to verify student participation in Career Exploration as part of the review for concentrator records.
- 22-Q. Will CTE produce models to illustrate how the new CTE delivery system could work?
- A. Yes. We intend to continue discussing with districts potential scenarios for how districts could structure CTE programs in the new CTE delivery system. The discussions will proceed as quickly as feasible, so both CTE and districts can use the information in planning for the future.
- 23-Q. Is there a State Supervisor for Career Exploration?
- A. Yes. The State Supervisor for Career Exploration and Career Guidance is Susan Mellegard who is also Director of the Arizona Career Resource Network (AzCRN). Program State Supervisors will also provide oversight.
- 24-Q. How will districts describe coherent sequence of courses in the Basic Grant Application?
- A. The Basic Grant description of a coherent sequence is not expected to change. Schools will still list their local course titles and the CTE equivalent title for each program the school offers. Included in the coherent sequence will be a new component that will capture articulated courses. The information will identify the feeder courses, the articulated school, who is the accountable (home or articulated school) and the articulated enrollment type for those students taking courses off-campus.
- 25-Q. How does a Joint Technical Education District show that Career Exploration and Career Preparation are jointly delivered between a "feeder" campus and a Joint Technical Education District campus?
- A. Joint Technical Education Districts (JTED) may need to require satellite feeder districts to offer the Career Exploration portion of an approved program. The Career Preparation enrollment and assessments might be offered at both campuses for students enrolled in a CTE program. The JTED and feeder campuses must decide who reports the program courses and performance measures.

Approved Programs

26-Q. What are the components of an approved CTE program?

- A. An approved program must deliver both Career Exploration and Career Preparation courses including all state-designated program standards. The program must offer student work-based participation that involves actual work experience and connects classroom learning to work activities. The State Board of Education on March 28, 2005 approved the following essential elements of an approved program:
- a. Specified on the current CTE Program List
 - b. Program performance is evaluated annually and meets or exceeds established state performance measures
 - c. Taught by an appropriately certified teacher per CTE certification requirements
 - d. Offers student work-based participation that involves actual work experience and connects classroom learning to work activities
 - e. Delivers a coherent sequence of instruction
 - f. Teaches all the state-designated program competencies/standards
 - g. Requires student participation and Career Exploration for 7th to 9th grades

27-Q. Will districts be required to submit a plan for their CTE programs to be approved to transition to the new CTE delivery system?

- A. Existing programs will continue to be reviewed utilizing the same accountability system that is currently in place. There will be no additional documentation or requirements to be approved into the new CTE delivery system. The agency will still need to document that the programs still have all the essential elements to qualify as a CTE approved program in the new CTE delivery system. Forms of acceptable documentation will continue to be the following:
- a. Basic Grant - coherent sequence and objectives
 - b. State Supervisors - technical assistance and program approval
 - c. MIS - performance measures data

28-Q. What will be required for districts to comply with the coherent sequence in the Basic Grant for a CTE program to be approved?

- A. Districts must satisfy the coherent sequence of instruction listed in the 2007 Handbook for the CTE program. Programs will be measured on performance in the new CTE delivery system. This requires programs to have annual enrollment, concentrators, completers and placements in reasonable numbers for the size of the program. The 2005 OVAE Monitoring Report included a recommendation that CTE strengthen the current use of performance results to include more than just the current Arizona size, scope and quality guidelines. Specifically, quality should consider both the raw numbers and percentages in measuring program performance.

29-Q. What is the definition of a CTE Program Concentrator in the new CTE delivery system?

- A. A student who leaves secondary education with two Carnegie Units of Career Preparation courses.

30-Q. What is the "new" definition of a CTE Program Completer?

- A. The definition of a Program Completer will stay the same, but replaces references to Level III with "Career Preparation Completers." A Program Completer is a concentrator who passes the state-adopted proficiency assessment OR in the absence of a state technical assessment, a concentrator who attains at least 80% of the total Career Preparation standards.
- 31-Q. Will the definition of Program Completer or Program Concentrator change?
- A. A concentrator will still have two Carnegie Units in a single CTE program. The credits required will only be counted in Career Preparation courses. The current definition of a completer already includes passing state validated assessments. Unless Perkins IV re-authorization imposes new federal definitions, Arizona does not anticipate changing the concentrator and completer definitions.
- 32-Q. If a student exits a CTE Program, before becoming a concentrator, will the CTE program be penalized?
- A. No, unless so many students exit the program before becoming concentrators that the program is unable to produce concentrators. CTE programs are expected to have a certain percentage of students who become concentrators each year. The 2005 OVAE Monitoring Report recommended that Arizona strengthen the current size, scope and quality guidelines.
- 33-Q. What is an exit point?
- A. An exit point is the minimum number of industry validated standards that a student must master to leave the program as a completer. An exit point could be measured by more than one assessment and some programs will have multiple exit points. These will be defined in the future and published. CTE hopes to provide incentive funds to programs that prepare students beyond the minimum. An exit point must lead to a job with a livable wage in the industry. For example, in Automotive Technologies a student could receive an ASE Certification in Brakes allowing the student to obtain gainful employment.
- 34-Q. Will districts be expected to offer multiple exit points for their CTE programs?
- A. Yes. In order to have an approved program a district must deliver all the state-designated standards and provide instruction for students to attain all the identified exit points.
- 35-Q. Will districts be rewarded for providing multiple exit points for students who participate in the complete program?
- A. CTE hopes to reward programs by paying a higher rate for Program Completers who stay past the first exit point.
- 36-Q. Do districts have to collect and report any additional information because a CTE program may have more than one exit point?
- A. No. The concentrator records currently include assessment information. ADE will use assessment information to identify when students complete more than the minimum expected standards for a program. If the program is not currently collecting and reporting assessment information, this will be new information for the program to collect and report.

- 37-Q. Will some students be grandfathered or will all students start the new CTE delivery system at the same time? How will ADE monitor records for students who are in the CTE system as they complete their program with Career Preparation courses?
- A. Students who complete the Level II competencies prior to the school year 2007-2008 can receive credit for attaining those competencies using transcript data. The review of transcripts always allows the opportunity to combine credits from previous courses. The data quality reviews will assist during the transition.
- 38-Q. Will union high school districts be required to deliver the Career Exploration standards?
- A. All programs will be expected to offer a coherent sequence of Career Exploration and Career Preparation in order to have an approved program. Union high school districts must be able to document that Career Exploration is occurring at their feeder districts or they must offer a Career Exploration course in the 9th grade or higher. If students did not have the opportunity to participate in a Career Exploration course prior to their high school entrance, Career Exploration standards should be included at the high school level.
- 39-Q. May districts deliver Career Preparation courses according to their own needs?
- A. Yes. They may as long as all of the program standards are taught in a coherent sequence of instruction.
- 40-Q. May Career Preparation standards be combined with existing academic courses at the high school level?
- A. As long as the program has all the essential elements to maintain CTE program approval, the district has the flexibility to design Career Preparation courses as it chooses.
- 41-Q. Should districts plan to deliver some of the common standards that address for example employability skills in one course?
- A. No. There are no common standards across programs. Each CTE program will have specific Career Preparation standards unique to the program.
- 42-Q. Will a CTE program's history in performance measures follow the program into the new delivery system?
- A. Yes. When a program receives a sunset and then a new birth date, there a break in using historical data. If the program is new and has never been sunset, the data starts with the performance measure data submitted. Unless ADE adopts an approval process for existing programs to transition to the new CTE delivery system, it is expected that the historical data will be available for programs to use as they transition to the delivery system.

Professional Development

- 43-Q. Will the CTE Section be providing professional development focusing on changes in CTE curriculum frameworks?

- A. Yes. All stakeholders will have the opportunity to participate in professional development focused on the revised curriculum frameworks. Career Exploration standards were posted on the Tech Prep website in August 2005 for implementation during school year 2007-2008. Career Preparation standards will be posted on the Tech Prep website during summer 2006 with implementation during the school year 2007-2008. Numerous professional development activities for all programs were available beginning with the 2005 CTE Summer Conference. Local, state and federal funding will be used to support professional development activities to improve CTE programs for full implementation to the new CTE delivery system in school year 2007-2008. In addition, districts should utilize local, state and federal funding to support professional development activities for staff training.
- 44-Q. Will the CTE Section be providing technical assistance to CTE teachers on industry validated technical assessments?
- A. Yes. The CTE Section will provide targeted professional development for CTE teachers during school year 2005-2006 and 2006-2007 to assist teachers in preparation for changes related to program expectations.

Teacher Certification

- 45-Q. Will current teacher CTE certification requirements continue under the new CTE delivery system?
- A. Yes. The State Board of Education approved the essential elements of an approved program to include "taught by an appropriately certified teacher per certification requirements" on September 25, 2000 and again on March 28, 2005.
- 46-Q. What is an appropriately certified CTE teacher?
- A. Appropriate teacher certification for all CTE programs is identified in the 2005 Handbook. CTE certification requirements are available at www.ade.az.gov/certification/requirements.
- 47-Q. What are the teacher certification requirements for Career Exploration courses?
- A. At least one member of the teaching team must have a CTE certificate. Team teaching may be utilized in Career Exploration within the new CTE delivery system. This information is available in the 2005 Handbook.
- 48-Q. What are the teacher certification requirements for Career Preparation courses?
- A. Career Preparation courses will be taught by an appropriately certified teacher per CTE certification requirements. The 2005 Handbook identifies CTE certificates appropriate for each program.
- 49-Q. Will all Career Preparation teachers be required to be appropriately certified for the program to be approved?
- A. Yes. By school year 2007-2008 all Career Preparation teachers will be required to be appropriately certified for program approval. If team teaching is utilized, all members of the team need to be appropriately CTE certified. Teachers with a Standard Secondary certificate should obtain an appropriate provisional CTE certificate. The provisional CTE certificate is valid for two years and renewable for two years. Career Preparation teachers teaching Education Professions will meet the certification requirements as outlined in the 2005 Handbook.

- 50-Q. If a Level II teacher is not currently CTE certified, what will this teacher be required to do in order to teach Career Preparation courses?
- A. All current Level II teachers assigned to Career Preparation courses will need an appropriate CTE certificate. Those teachers currently holding a Standard Secondary certificate need to obtain an appropriate provisional CTE certificate. The provisional certificate is valid for two years and renewable for two years.
- 51-Q. Will the current certification requirements for Level II apply to Career Exploration?
- A. No. According to the 2005 Handbook any CTE certificate is allowable for Career Exploration.
- 52-Q. Will the Structured English Immersion (SEI) endorsement be required for CTE teachers?
- A. Yes. The SEI endorsement is required for all teachers and administrators in Arizona. Information is available at <http://www.ade.az.gov/asd/lep/>.

Funding

- 53-Q. Will districts receive State funding for 10th grade students enrolled in CTE courses?
- A. No. Schools will not receive funding for 10th grade students under the new CTE delivery system. That would require a change in Session Law. The change would require the support of the Arizona State Board of Education, ADE Administration and the legislature. Without an increase in the state appropriation for the Vocational Block Grant, funding 10th grade students would take funding away from 11th and 12th grade students.
- 54-Q. If students pass the assessment but do not have seat time, can the district get state funding for the student who "tests out"?
- A. No. State enrollment funding is based on seat time in an approved CTE program course.
- 55-Q. Do Career Exploration courses generate State funding?
- A. No.
- 56-Q. May Federal Basic Grant funds be used to support Career Exploration courses?
- A. Federal Basic Grant funds may be used to support Career Exploration courses that include 9th to 12th grade students. Federal funds may also be used to support career awareness activities at 7th and 8th grades. This may not include equipment, supplies and instruction costs. Funds may not be expended below 7th grade. Professional development to support teachers in delivering Career Exploration is a recommended expenditure for local/state/federal funding, and would be appropriate for this current year to begin planning for delivery in the 2007-2008 school year.
- 57-Q. May districts spend State CTE Block Grant funds on 7th and 8th grades?

- A. Yes, State CTE funds may be expended on 7th to 12th grade CTE students, as well as for professional development for teachers in approved CTE program courses. State CTE funds may not be expended below 7th grade.
- 58-Q. How does funding for Career Exploration impact union high school districts and their “feeder districts?”
- A. Federal Perkins funds may not be used to directly support CTE programs at the 7th and 8th grade level. However, the law does allow for career awareness activities. The union and feeder elementary districts may enter into an Intergovernmental Agreement (IGA) to provide Perkins funding to support career awareness activities for 7th and 8th grade, or the union high school district could directly provide services to the feeder elementary districts. For example, Tempe Union High School District employs one full-time staff person to serve Tempe’s elementary feeder districts. A union high school district may elect not to spend either state or federal funds on career awareness activities at their feeder district(s). However, in order for any high school CTE program to be approved, Career Exploration courses must be delivered somewhere in the sequence for that district.
- 59-Q. May JTED member districts use ADM funds to support Career Exploration courses offered in 7th and 8th grades?
- A. According to the HB 2418 JTED funds may be used to support 7th and 8th grade Career Exploration.

Technical Assessments

- 60-Q. What is the timeline for all CTE programs to include technical assessments?
- A. According to the Strategic Goals approved by the Arizona State Board of Education, technical assessments will be implemented in school year 2007-2008.
- 61-Q. What is the process for the CTE Section to identify appropriate technical assessments?
- A. A draft model to reflect the process to validate technical assessments for CTE programs was published in 2005 and can be found in the Secondary 2006 Guidelines on page 80.
- 62-Q. Can a student “test out” of a CTE course by passing a CTE assessment and still be a Program Concentrator?
- A. The transcript credit for “testing out” of a CTE course will be up to each individual district. All transcribed credits can be counted towards concentration in a CTE program.
- 63-Q. If a student completes one Carnegie Unit and passes all technical assessments identified for the program, is the student a concentrator who can be reported as a completer?
- A. No. A concentrator must have two Carnegie Units in a CTE Career Preparation program to be included in concentrator reporting.
- 64-Q. Will standard tracking be required for the Career Preparation courses?

- A. As Arizona moves to measuring standard attainment using industry validated technical assessments, competency tracking will no longer be the method to determine if a student has completed a program. Because assessments will be endorsed for programs at different times, some programs will continue to use standard tracking longer than others. Eventually all programs will have a series of assessments from which to choose to measure standard attainment.

65-Q. Who is going to pay for technical assessments?

- A. The district, Business and Industry partners and JTED can choose to pay the costs of the assessments that are necessary for successful completion of each program. There are many different courses of action that the districts can take to help offset the costs of the assessments. However, there may be special circumstances that arise such as some special population groups where Basic Grant Funding may be available to assist with the costs of the assessment.

66-Q. May districts use Basic Grant funds for technical assessments?

- A. Yes. Basic Grant funds may be used to support technical assessments under specific circumstances when those assessments are an integral part of an approved Basic Grant Application. Basic Grant funds may also be used to support assessment expenses for economically disadvantaged students when students are required to pay for their own assessments. Other funding sources should be utilized as well, such as JTED funding, district maintenance and operation funds, business partner support or State Vocational Block Grant funding. If it is the district's practice to pay for all other assessments, the use of the Basic Grant funds to pay for CTE student assessment costs raises questions related to supplanting, which is not allowed under current Perkins law.

30 Minute Breakouts

Lecture Hall



Funding

Room
1160

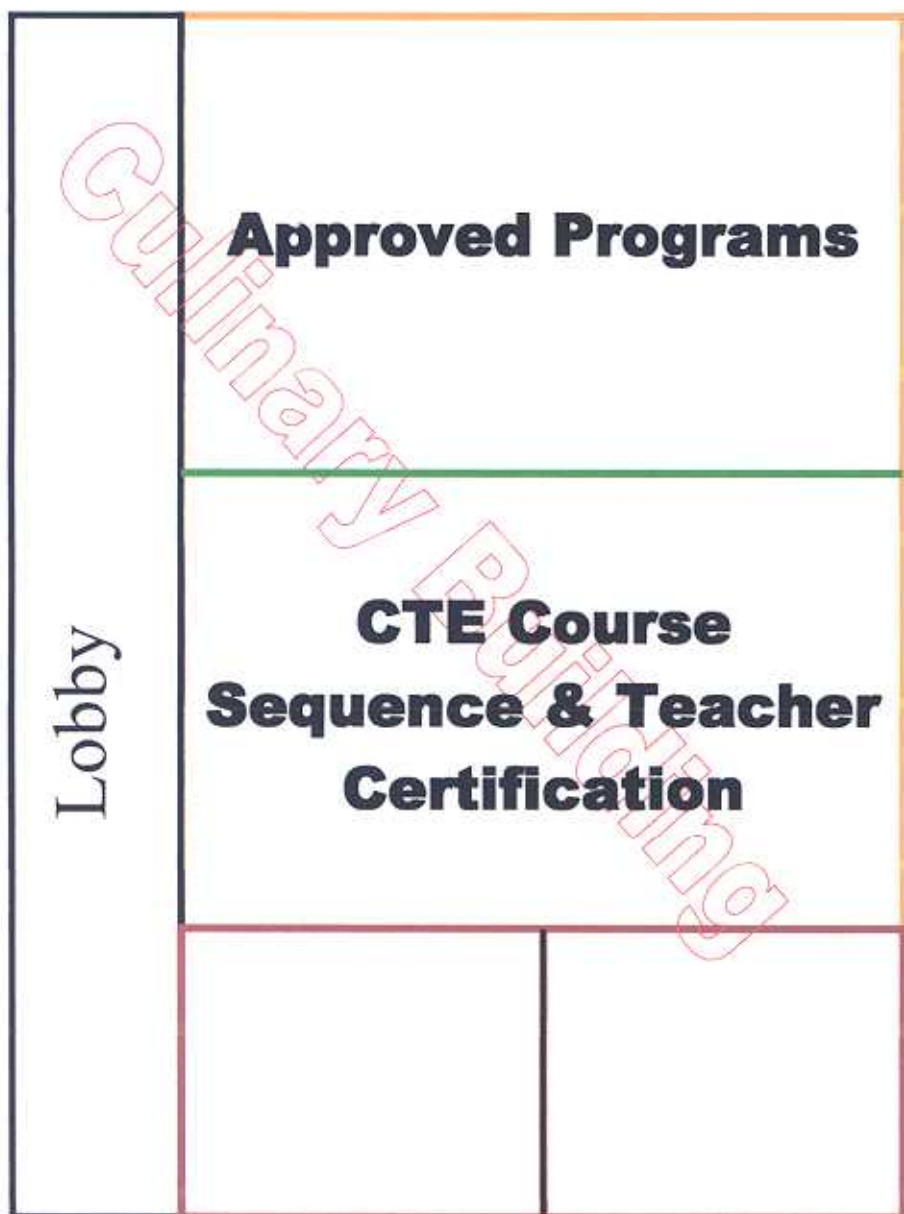


**Technical
Assessment
and
Professional
Development**

Approved Programs

**CTE Course
Sequence & Teacher
Certification**

Lobby



Career and Technical Education Curriculum Frameworks Level II and Level III Merging Timeline

CTE Program Name	Target Date of Completion
Automotive Technologies	1/15/2006
Information Technology	1/15/2006
Nursing Services	1/15/2006
Allied Health	2/15/2006
BMAS	2/15/2006
Design and Merchandising	2/15/2006
Drafting & Design Technologies	2/15/2006
Education Professions	2/15/2006
Graphic Communications	2/15/2006
Accounting & Related Services	3/15/2006
Electronic Technology	3/15/2006
Hospitality Management	3/15/2006
Construction Technologies	4/15/2006
Cosmetology	4/15/2006
Early Childhood Professions	4/15/2006
Financial Services	4/15/2006
Marketing, Management, & Entrepreneurship	4/15/2006
Law, Public Safety & Security	5/15/2006
Welding Technology	5/15/2006
Culinary Arts	6/15/2006
Fire Science	6/15/2006
Radio/TV Technology	6/15/2006
Woodworking	6/15/2006

As a result of the approval of Strategic goal # 2 supporting the new CTE Delivery System (*"Implement a new delivery system for Career and Technical Education reflecting commitment to rigor and relevance"*); a final draft of the merged list of Standards and Measurement Criteria will be available by the above dates through State Supervisors and by accessing the Home page on the Arizona Tech Prep website. Click on "Quick Link to CTE Delivery System" and then click on the menu item titled Career Preparation.

Please note: The above dates represent completed work for each program. The final, formatted product will be available by the ACTE Conference (July 2006).

P.Ellis
9/28/2005